

## **CHILD DEVELOPMENT**

### **COURSE DESCRIPTION**

Child Development is a specialized course that prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create an environment for children that will promote optimum development. Experiences such as laboratory observations, job shadowing, or laboratory participation may be included if opportunities are available.

The integration of Family, Career and Community Leaders of America (FCCLA) provides students with opportunities for leadership development, personal growth, and school/community involvement.

**Pre-requisite:** None

**Recommended Credits:** 1/2 - 1

**Recommended Grade Level:** 10-12

**Note:** Learning expectations to be completed for one-half credit have no asterisk. Additional learning expectations to be completed for one credit are identified with one asterisk.\*

<b>CHILD DEVELOPMENT STANDARDS</b>
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- 1.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the care and guidance of children.
- 2.0 Students will examine the components of prenatal care and development.
- 3.0 Students will analyze the growth, development, and care of the infant and toddler.
- 4.0 Students will investigate the developmental areas of the pre-school and school-age child.
- 5.0 Students will assess basic needs of children that are important for optimum growth and development.
- 6.0 Students will analyze factors relating to the care and protection of children.
- 7.0 Students will investigate occupations/careers related to child development and early childhood education.

## **CHILD DEVELOPMENT**

### **STANDARD 1.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the care and guidance of children.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Plan child development related projects and activities using the FCCLA planning process.
- 1.2 Apply leadership, citizenship, and teamwork skills in the child development classroom.

### **PERFORMANCE STANDARDS**

The student:

- 1.1 Implements a child development related project or activity using the FCCLA planning process.
- 1.2 Practices leadership, citizenship, and teamwork skills when planning and implementing personal/class projects and activities.

### **SAMPLE PERFORMANCE TASKS**

- Use Internet to research and develop a STAR Event.
- Practice a STAR Event (Focus on Children, Chapter Service Project, Illustrated Talk, etc.)
- Use FCCLA Planning Process to implement and evaluate an activity within the school, community, and/or workplace.
- Listen to guest speaker (state officer, former member, or community leader).
- Complete a National Project such as: Families First, FACTS, Power of One.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards 1.0 and 13.0 English II Gateway 1.01,1.03, 1.06, 2.03, 2.06, 2.12, 3.01, 3.03, 3.08, 4.02, 4.04, and 4.05, FCCLA Co-Curricular Guide (New in 2000), “The Essential Guide to FCCLA in the Classroom”, Vocational Student Organizations, Local Head Start Centers and Elementary Schools, SCANS

## **CHILD DEVELOPMENT**

### **STANDARD 2.0**

Students will examine the components of prenatal care and development.

### **LEARNING EXPECTATIONS:**

The student will:

- 2.1 Analyze hereditary and environmental factors affecting prenatal development beginning with conception.
- 2.2 Examine stages of prenatal development beginning with conception.
- 2.3 Examine care needed during prenatal development.
- 2.4 Design a plan for preferred prenatal care.\*
- 2.5 Examine the birth process and postnatal care.\*

### **PERFORMANCE STANDARDS**

The student:

- 2.1A Examines the mother's state of health at the time of conception.
- 2.1B Outlines environmental and hereditary factors affecting development of the fetus.
- 2.1C Discusses the impact of technological advances on prenatal care and development.
- 2.1D Examines the role of male partner throughout pregnancy.
- 2.2A Explains the conception/fertilization process.
- 2.2B Identifies signs of pregnancy.
- 2.2C Outlines stages of prenatal development.
- 2.3A Analyzes reasons for medical care and good health practices prior to and during pregnancy.
- 2.3B Describes nutritional needs prior to and during pregnancy.
- 2.4 Outlines care needed during prenatal development.
- 2.5A Describes the stages of labor.
- 2.5B Summarizes methods of delivery.
- 2.5C Identifies factors that constitute proper postnatal care for mother and infant.

### **SAMPLE PERFORMANCE TASKS**

- Discuss how the state of health of the mother at the time of conception can impact the development of the fetus.
- Read articles related to the need for prenatal care and discuss with class.
- Listen to a medical professional address the importance of prenatal care.
- Chart the stages of prenatal development.

- Arrange in order of occurrence a list of physical characteristics occurring during prenatal development.
- Research the use and impact of technology on prenatal care and development.
- After researching methods of childbirth, students present advantages and disadvantages of each.
- Conduct an interview with a new mother regarding her birthing experience.
- Visit a birthing facility at a local hospital.
- Invite a nurse to discuss postnatal care of mother and newborn.

### **INTEGRATION/LINKAGES**

English II Gateway Standards 1.02, 1.06, 2.07, 2.15, 3.03, 3.05, and 4.02, Community members, Health Department (human resources and pamphlets)

## **CHILD DEVELOPMENT**

### **STANDARD 3.0**

Students will analyze the growth, development, and care of the infant and toddler.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1 Analyze the physical, emotional, social, and intellectual development of the infant and toddler.
- 3.2 Summarize strategies for optimizing the development of infants and toddlers.
- 3.3 Describe the influences of the family and society on infants and toddlers.\*
- 3.4 Analyze various theories of psychosocial and intellectual development.\*

### **PERFORMANCE STANDARDS**

The student:

- 3.1A Describes the physical development of a child from birth through the toddler stage.
- 3.1B Summarizes the emotional and social development of a child from birth through the toddler stage.
- 3.1C Describes the intellectual development of a child from birth through the toddler stage.
- 3.2A Demonstrates physical care in relation to meeting optimum developmental needs.
- 3.2B Demonstrates nurturing activities, communication patterns, and guidance techniques that promote optimum development of a child from birth through the toddler stage.
- 3.2C Evaluates the components of intellectual development.
- 3.2D Demonstrates techniques and activities that can be used to promote the intellectual development of a child from birth through the toddler stage.
- 3.3 Analyzes the family adjustments occurring in response to the addition of a child to the family.
- 3.4 Compares various theories of psychosocial and intellectual development.

### **SAMPLE PERFORMANCE TASKS**

- Outline the physical development of the child from birth through the toddler stage.
- View videos depicting growth patterns and developmental order.
- Research and present information about the brain development of an infant.
- Research and present information about language development during infancy.
- Demonstrate appropriate communication patterns and guidance techniques that promote the optimum social and emotional development of the infant and toddler.
- Demonstrate the proper techniques of handling an infant. Discuss how using proper handling techniques meet an infant's needs.

- Working in groups, students discuss the following topics: bathing, dressing, diapering, and feeding. Students research and demonstrate the proper procedures for each of the topics.
- Participate in infant observations.
- Plan and demonstrate to peers activities that promote the optimum intellectual development of the infant.
- Interview new parents to determine adjustments to be made with the addition of a baby.
- Interview one or more parents about how their toddlers show autonomy.

### **INTEGRATION/LINKAGES**

English II Gateway Standards 1.01, 1.06, 3.03, 3.05, FCCLA Star Events, Parenting Journals and Magazine, Technology

## **CHILD DEVELOPMENT**

### **STANDARD 4.0**

Students will investigate the developmental areas of the pre-school and school-age child.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1 Identify environmental and hereditary influences that affect development and growth.
- 4.2 Analyze the physical, social, emotional, and intellectual development of the pre-school child.
- 4.3 Summarize activities and strategies for optimizing the development of the pre-school child.
- 4.4 Analyze the physical, social, emotional, and intellectual development of the school-age child.\*
- 4.5 Summarize activities and strategies for optimizing the development of the school-age child.\*

### **PERFORMANCE STANDARDS**

The student:

- 4.1 Distinguishes between the environmental and hereditary influences that have a positive or negative influence on development.
- 4.2 Classifies behaviors and characteristics of the pre-school child with regard to the appropriate age and area of development.
- 4.3A Demonstrates activities and strategies for optimizing the development of the pre-school child.
- 4.3B Determines readiness skills for school entry.
- 4.3C Discusses parental involvement in the school experience.
- 4.4 Classifies behaviors and characteristics of the school-age child with regard to the appropriate age and area of development.
- 4.5 Demonstrates activities and strategies for optimizing the development of the school-age child.

### **SAMPLE PERFORMANCE TASKS**

- Design a poster on the theme, “Be Good to Your Baby Before He or She is Born.”
- Observe the motor skills of children ages three, four, and five. Create a chart to record the advancing skills.
- Record and interpret the speech of preschool children.
- Select and read age appropriate books to preschoolers.
- Make a collage of pictures of children from ages six through twelve. Note physical changes.
- Invite two or more parents of children with disabilities to discuss their children’s disabilities, how they help their children, and what support groups are helpful.



## **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards, English II Gateway Standards, Parenting Journals and Magazines, Technology

## **CHILD DEVELOPMENT**

### **STANDARD 5.0**

Students will assess basic needs of children that are important for optimum growth and development.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1 Assess developmentally appropriate guidance techniques for children at various ages and stages.
- 5.2 Analyze the role of nurturer in the growth and development of children.
- 5.3 Analyze the role of play in a child's development.
- 5.4 Describe dietary practices that promote optimum development of children.
- 5.5 Evaluate play activities and equipment for age appropriateness and safety.\*
- 5.6 Describe how to help meet the special needs of children with developmental differences.\*

### **PERFORMANCE STANDARDS**

The student:

- 5.1 Identifies and practices developmentally appropriate guidance principles.
- 5.2 Compares positive and negative aspects of nurturance and the effect on child growth and development.
- 5.3 Describes the importance of both active-physical play and manipulative-constructive play to a child.
- 5.4 Suggests techniques for promoting healthy dietary practices in children of various ages.
- 5.5A Explains how children can learn through play, art, music, science, and books.
- 5.5B Evaluates play equipment for safety.
- 5.6A Investigates various kinds of disabilities and how to address them.
- 5.6B Investigates the variety of ways in which children can be gifted and how to address them.

### **SAMPLE PERFORMANCE TASKS**

- Divided into groups, students describe ways that play provides development in a specific area.
- Students bring a toy that they used to evaluate its appropriateness for children. Students present information related to that toy and why selected.
- Students react to the statement: "What the child eats is more important than how much is eaten."
- Using the Food Guide Pyramid, students plan a daily menu for a child.
- Students make posters or write radio spots about safety practices at home.
- Students develop a pamphlet including information about handling emergency situations and the proper authorities to contact.

## **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards, English II Gateway Standards 1.02, 1.08, 2.05, 2.12, 4.01, SCANS

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### **STANDARD 6.0**

Students will analyze factors relating to the care and protection of children.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1 Analyze practices that promote the health and wellness of children.
- 6.2 Evaluate child care agencies and services available to families.
- 6.3 Describe the impact of child abuse on children and families.\*

### **PERFORMANCE STANDARDS**

The student:

- 6.1A Examines characteristics of a healthy child.
- 6.1B Outlines factors essential to the health and safety of children.
- 6.1C Explains the impact of appropriate health care on the well-being of the child.
- 6.1D Describes practices that promote the safety of children at various developmental levels.
- 6.2A Identifies criteria for assessing the quality of child care.
- 6.2B Determines the influences of child care on family economics.
- 6.3A Analyzes forms, causes, and effects of child abuse.
- 6.3B Summarizes prevention and treatment of child abuse.

### **SAMPLE PERFORMANCE TASKS**

- When given descriptions of children, students decide if the child has the characteristics of a healthy child. Students will justify their decisions.
- Brainstorm to determine habits that promote personal health.
- Develop pamphlets outlining desirable health habits for children.
- Students research immunizations and record information regarding their need and the adverse reactions a child could have.
- Develop a time line marking when childhood immunizations should occur.
- Students make posters that alert parents to signs of illness and display them in public places.
- Listen to a health care professional explain symptoms, possible causes, and treatments of illnesses.
- Interaction with a panel of public health officials discussing diseases and their transmission.
- Read reference material concerning diseases and how they are affected by lifestyle choices.
- Students participate in or host a "Health Fair."
- Invite a social services counselor to discuss child abuse and citizen responsibilities in reporting suspected abuse.

- Invite a safety specialist from the police department to discuss personal safety and security issues related to home and vehicle safety.
- Develop a checklist to evaluate the caregivers, programs, and services of child care facilities.

### **INTEGRATION/LINKAGES**

English II Gateway Standards 1.01, 1.10, 2.12, 2.15, 3.03, 3.05, 4.02, Health care professionals, Internet, Library, Health Department, Community Resources, Biology I Gateway Standard 2.0

## **CHILD DEVELOPMENT**

### **STANDARD 7.0**

Students will determine career options related to child development and early childhood education.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1 Identify employment and entrepreneurial opportunities and preparation requirements in the areas of child development and early childhood education.
- 7.2 Analyze the occupational and personal skills needed to work with children.\*

### **PERFORMANCE STANDARDS**

The student:

- 7.1 Composes information about child development and early childhood education careers.
- 7.2 Demonstrates appropriate skills need to obtain and keep a job involving work with children.

### **SAMPLE PERFORMANCE TASKS**

- Interact with a panel of persons working in careers and jobs in child related areas; students discuss job descriptions, advantages, and disadvantages of the work they do.
- Select a job in child-related areas and interview persons in similar positions.
- Imagine that they are parents and list the expectations they have of a child caregiver.
- Listen to a representative from business discuss the personal qualities which are considered desirable in employees.

### **INTEGRATION/LINKAGES**

FACS National Standards 4.1, 4.6, English II Gateway Standards 1.01, 2.12, 4.02, and 4.04,  
Child Care Centers, Community Members